

Oh, that explains



VISUAL, PERFORMING AND APPLIED ARTS

Course/Credit Guidelines

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1. What is the goal of the Michigan Merit Curriculum's one credit graduation requirement in the visual, performing, and applied arts?

On April 20, 2006, Governor Jennifer M. Granholm signed into law a rigorous new set of statewide high school graduation requirements called the Michigan Merit Curriculum that are among the best in the nation. (Public Acts 123 & 124)

The Michigan Merit Curriculum will be required for graduation starting with the Class of 2011. The curriculum requires 16 credits for graduation, which can be acquired through subject and integrated (mixed subject) classes, as well as, career and technical education (CTE) programs. The law requires the Michigan Department of Education to develop credit expectations or guidelines for all of the Michigan Merit Curriculum credits including the one credit graduation requirement in the visual, performing, and applied arts.

The goal of one credit graduation requirement in the visual, performing, and applied arts is to ensure that all students have a foundation and experience in the complete artistic/creative process by the time they graduate from high school. This process is important to the preparation of all students, throughout life and across careers.

2. How were the credit guidelines for the visual, performing and applied arts developed?

The department established an Advisory Committee to develop the visual, performing and applied arts credit guidelines. This committee was comprised of active, respected and award-winning scholars and practitioners in: K-12 schools, intermediate and local school districts, postsecondary institutions, teacher preparation, education associations, career and technical education, cultural institutions, and industry.

The Advisory Committee was co-chaired by the dean of a major research institution and two MacArthur Award winners honored for their work in creativity across disciplines. Advisory Committee members represented the state's geographic and demographic diversity with many specializing in more than one academic discipline.

The Advisory Committee was comprised of 22 individuals including:

- 8 with experience in the applied arts including K-16 curriculum, career and technical education, teacher preparation, research, and advocacy in the automotive industry, film, and design fields
- 4 with experience in the visual arts
- 4 with experience in music, i.e. vocal, instrumental, cultural and music educator associations
- 2 with experience in dance education at the postsecondary and teacher preparation levels
- 2 with theatre experience at the high school, postsecondary and association levels
- 1 scientist whose research focuses on the creative process served as one of three co-chairs for the work group
- 1 cultural institution was represented
- 1 interdisciplinary center for creative learning and teaching
- 1 member of the Kennedy Center Alliance for Arts Education Network
- 3 government partners
- 2 Michigan Department of Education staff

3. What process did the Advisory Committee use to develop the visual, performing, and applied arts credit guidelines?

The Advisory Committee's process was inclusive while at the same time maintaining the integrity of the various visual, performing, and applied arts disciplines.

After a review of Michigan, national, other state standards, and guidelines for each of the visual, performing, and applied arts disciplines, the committee identified a core set of common guidelines that emphasize the foundation knowledge and skills important to student learning in the each of the visual, performing, and applied arts.

These guidelines center around the complete artistic/creative process and are represented by three strands: Create, Perform/Present, and Respond.

The committee's draft guidelines were posted to the department's website for national and public review. The committee then reviewed over 950 responses and submitted a set of recommended guidelines to the department for final internal review and approval by the superintendent.

4. What is the status of the Michigan Department of Education's Visual, Performing, and Applied Arts Credit Guidelines?

The visual, performing, and applied arts guidelines will be available on the Michigan Department of Education High School Content Expectation web page at www.michigan.gov/hsce on August 9th, 2006. The visual, performing, and applied arts credit guidelines represent a consensus among the broadest possible set of representatives of the visual, performing, and applied arts within the state of Michigan.

The credit guidelines were developed to guide and support local curriculum and ensure all students have a foundation and experience in the complete artistic/creative process, and that they achieve competence in this process by the time they graduate from high school.

5. How will the one credit requirement in the Michigan Merit Curriculum meet the needs of students in the visual, performing and applied arts?

The one credit graduation requirement in the visual, performing, and applied arts is a *minimum* requirement. The Michigan Merit Curriculum provides students desiring to specialize in or have more learning experiences in the visual, performing, and applied arts, the flexibility to select additional electives and to earn merit core credits through online courses, testing out, summer school, and other local options.

6. What are the visual, performing, and applied arts credit guidelines based on?

The credit guidelines are based on national and state standards, career pathway and program guidelines for the visual, performing, and applied arts. They are aligned with No Child Left Behind and the Michigan School Improvement Framework.

In addition to the new visual, performing, and applied arts credit guidelines, the State Board of Education's 1998 Arts Education Content Standards and Benchmarks remain in effect and continue to serve as a guide for K-12 arts education, curriculum development, instruction, and assessment.

7. What is meant by the term Applied Arts?

An inclusive term that refers to the application of design and aesthetics to the artistic/creative process and resulting in products of function and everyday use, such as ones that could be created through the Industrial Technology programs.

8. What can a student take to meet the visual, performing, and applied arts credit requirement?

All visual, performing, or applied arts curricular offerings that alone or in combination prepare a student to master all of the visual, performing, and applied arts credit guidelines are eligible for consideration by the local district. The one credit requirement is frequently equivalent to one year of traditional coursework.

9. Why don't the visual, performing, and applied arts guidelines include specific courses?

In order to be inclusive and meet the needs of the broad fields of the visual, performing, and applied arts, the credit guidelines focus on the complete artistic/creative process that is central to student learning in the each of the visual, performing, and applied arts. Because of this core focus, the guidelines can be easily adapted to curricular offerings in any of the visual, performing, or applied arts disciplines and /or level of student proficiency.

This provides local school districts with the flexibility to determine which of their course offerings in the visual, performing, and applied arts, alone or in combination will prepare students to master all of the credit guidelines.

10. Won't this one credit requirement reduce the number of students in visual, performing, and applied arts courses?

Prior to the passage of the new Michigan Merit Curriculum, less than half of all Michigan students were required to take one or more visual & performing arts credits for graduation. This new requirement should substantially increase the number of students taking one or more visual, performing, or applied courses. A recent analysis of trend data from New York State, which has had high school graduation requirements similar to Michigan's Merit Core in place for several years, indicates increased student enrollment in high school general music and significant increases in performing arts courses since the requirements were put in place.

The visual, performing, and applied arts guidelines promise to introduce more students to the broad field of the visual, performing and applied arts.

11. Will the Michigan Merit Curriculum reduce the number of electives students may take?

The Michigan Merit Curriculum continues to allow each school district to determine the number of electives offered to their students. It also provides students the flexibility to select additional electives and/or to earn merit core credits through online courses, testing out, summer school, and other local options.

12. Different school districts have varying ways in which they schedule their high school class day. Will these new requirements force districts to change their high school class day schedules?

No. There is flexibility provided to school districts to maintain their current scheduling system, or develop other systems to meet the individual needs and desires of each district.

13. Will the Michigan Merit Curriculum requirements adversely impact the scheduling of regional Career and Technical Education (CTE) programs?

With planning, students who wish to participate in regional Career and Technical Education programs should be able to schedule these for a full two-year sequence. Generally, students need one-half of the 6-period day (or three hours) for class instructional and travel time to and from a center. It will be important, however, for students entering the 9th grade to know in advance that they will enroll in a CTE program in their junior and senior years, and include this in their four-year high school plan. In addition, CTE classes may be able to meet some of the credit requirements in Mathematics, Science, English Language Arts, Social Studies and the Visual, Performing and Applied Arts. After conducting alignment studies, districts may choose to offer special classes to supplement core content in CTE classes.